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JOURNAL of EDUCATION

A. E. WINSHIP and A. W. BELDING, EDITORS

ISOBEL R. LAY, MANAGING EDITOR

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EDITORIALS

Demonstration Is Safety First

THE present appreciation of administrative leadership in education is due quite as much to the preventive attitude of superintendents and university presidents as to their remedies.

A superintendent, college or university president who yields to the temptation to splurge on sensational theories is short lived, but no professor is disturbed no matter how silly he may be.

There is no way to check up on the value of any theory. There are always enough sensationalists to make sensationalism appear popular.

Unfortunately one eccentric professor will get more publicity than a hundred professors who mind their own business, and the public often judges the professionalism of all by the folly of the few.

An administrator avoids all temptation to sensationalism because he knows that there will be short work with him unless he plays safe by providing demonstration that the public will appreciate.

The conservative administrator will accept and put in action a new principle that is demonstrated much more readily than will a professionalist who has a passion for newness, who will not demonstrate anything because he has itch for another new theory, and there are hundreds of untried theories for every demonstrated achievement.

Responsibility for the demonstration of tangible and enduring results appeals to the public. This accounts for the present advantage of persons in administrative positions in education.

Connecticut Character Program

MRS. RUTH WHITE COLTON, director of the Bureau of Character Education of the State Board of Education, which is financed by the Hartley Corporation, the creation of Helen Hartley Jenkins, has one of the most complete organizations for school and community achievement in solving character problems of youth that has ever been attempted by any state.

State Commissioner A. B. Meredith has created an office equipment for Mrs. Colton and the Bureau of Character Education at Hartford and has entered wholeheartedly into the plans of the Bureau.

The School of Education of Yale University with Drs. Shuttleworth and May and Mrs. Colton

of the faculty has assumed responsibility for the professional training of teachers and supervisors of the state in the art of solving character problems through the school and community.

The Board of Education of Norwalk placed the entire school system under the direction of Mrs. Colton and her professional associates of the School of Education of Yale University for five years. The Hartley Corporation, through its founder, Helen Hartley Jenkins, finances the Norwalk demonstration for the five years.

Norwalk, and its superintendent, John Lund, had been preparing for this notable service. Fifty-seven years ago Samuel T. Dutton, who later was superintendent of New Haven and Brookline, after which he helped to make the Horace Mann School of Teachers College, Columbia University, attracted national attention to South Norwalk, before the merging.

From that time under every superintendent Norwalk was in the limelight in humanizing school work. Ira T. Chapman, now of Elizabeth, New Jersey, was a national leader in developing community service of the junior high school.

John Lund, who has been superintendent of Norwalk for five years, struck the keynote in his inaugural address upon "Moral Objectives in Public Education."

The public was prepared, through half a century of experimental leadership, to enter wholeheartedly into the achievement of Superintendent Lund's devotion to the solution of character problems.

Back of all this activity for the past eighteen months was the National Child Welfare Association, 70 Fifth Avenue, New York, of which Dr. John H. Finley is president, and Charles F. Powlison, executive secretary, with whom Mrs. Ruth White Colton was associated when she came to Connecticut in its interest to make a study of what was being done definitely and successfully by the rural schools to make the children and youth good and good for something.

Mrs. Colton's report was appalling, and immediately Helen Hartley Jenkins created the Hartley Corporation, which in turn created the Bureau of Character Education of the State Board of Education, and the noble achievements have all ripened from Mrs. Colton's official connection with the National Child Welfare Asociation.

A Vital Message

DR. JOHN M. THOMAS, president, Rutgers College, has an address on "Educational Consequences of Industrial Expansion" that is so enlightening and helpful to public education in this economic crisis that it should be broadcasted from all platforms, state and national. It challenges the attention of taxpayers and is heartening to educators. The fact that it is a message from an academic university gives it added importance.

Pre-School Berea

DR. WILLIAM J. HUTCHINS, president of Berea College, Kentucky, has more opportunities to promote education than any other college president we know. His latest venture is preschool service.

A nursery school has been established to serve as a laboratory for the observation of the behavior of small children. It is under the direction of the Home Economics department. Every girl student has three months' practice in homemaking and in learning to tend a live baby.

The preschool is an outgrowth of the co-operative play school experiment for two and three-year-olds, which has been conducted several mornings a week by the Berea Woman's Club.

In the preschool the child gains muscular coordination, and many new, interesting and valuable facts, both as a result of the great variety of equipment, and as a result of contacts with the many other adults and children with whom he mingles in varied activities. The child acquires wholesome habits, learning to wait his turn and to subordinate at times his own desires. He learns lessons of courage and confidence in himself, to be cheerful instead of whiney, or angry, or timid. The early opportunity to associate harmoniously with other children of his own age is an important feature of the preschool training.

Johnson Normal Follow-Up Plan

THIS fall the State Normal School at Johnson, Vermont, inaugurated a plan of following up the members of last year's class through their first year of teaching. Miss Lida Mann, a member of the faculty who took a special course in supervision the past summer at Boston University, is the Normal Visitor. Miss Mann visits the beginning teachers in their schools, taking to them mimeograph material from the Normal School, notes the general conditions of the school, commends strong points in instruction, and suggests ways to correct weaknesses. Whenever possible, she visits the superintendent of schools to get his opinion of the girl's work.

The Normal visitor on her return to Johnson files a complete report of her visit with Principal Ralph C. Jenkins. On the basis of these reports Principal Jenkins writes a personal letter to each beginning teacher, commending the strong points noted, and suggesting further ways to correct weaknesses. An attempt is made to offer a few words of encouragement to discouraged teachers, and teachers with less than two years training are strongly urged to complete their work for a diploma. Several one-year-trained girls have already decided to return for their second year.

Belding's Page

CATS AND HUMANS

PROFESSOR C. J. WARDEN of Columbia University has been testing the intelligence of cats. The alley cat, he finds, has a higher I. Q. than the cat that purrs in peace and comfort beside the fire in someone's house.

The reason assigned by Professor Warden for this superior smartness of the homeless, wandering feline is the quickening of its faculties in the struggle for existence.

The same thing is true of people. If some of us have been wondering why the children of foreign-born parents frequently surpass the children of native Americans, the answer may be sought in the difficulties which have had to be overcome by those ancestors, near or remote, which comprise the background of these children of other lands.

Some of the races which have had to put up the hardest fight for survival furnish exceptionally keen offspring.

But there is a practical lesson for school people and for parents in the thought suggested by Professor Warden's cat experiments. Danger lurks in softness. Danger lurks in a too sheltered life, protected from the rigors which develop resourcefulness and character.

This is not an argument for neglecting children and letting them grow up like weeds or stray cats. The analogy does not apply to that extent, of course. Its truth and value are to be seen, rather, at the other end of the comparison. The drowsy, purring pussy, deficient in brains and lacking in energy, suggests the need of letting our young people do more fending for themselves than many of them now do. The records made by those who have had to earn, partly or wholly, the costs of their college education, will bear out, I believe, the assertion that the struggle develops mental agility and the power of accomplishment.

While cats may prove nothing whatever about humans, a knowledge of cats may set humans to thinking.

HOW BIG SCHOOLS?

AN IMPORTANT question for consideration by students of educational theory is this: How large can a school become without too great sacrifice of those qualities which give value to the smaller institution?

Economical administration seems to demand continual enlargement of existing units rather than the addition of new ones. This is especially true in the case of high schools. Here the duplication of equipments and specialized departments offers a prospect of such costliness that the average community of taxpayers dismisses the thought with speed and apparent finality. These schools grow larger and larger. Their functioning is more and more machinelike. Nothing breaks down that the citizen can be sure he sees. And so the enlargement goes on unchecked.

Principals and teachers have often been heard to remark—quite confidentially—after they had moved into new and vastly bigger quarters, that a certain friendly atmosphere was lost. Somehow the school didn't pull together like a united family as it once did. It was harder in the new building to know the pupils as individuals. A teacher did well to know even all the other teachers by name; or, in some instances, to know half of them to that extent.

If universities like Harvard are admitting the value of smaller units and are striving, with house plans and the like, to annex to themselves the virtues of the small college, may not the time have come for seriously approaching the question "How big?" as it applies to high and low schools of the crowded cities?

DEBATABLE DEBATING

IS THE value of debating debatable? Evidently it is, for a hot controversy has lately appeared in the press. A New York banker who declared that the four years in college are wasted except for practice in debating, drew a sharp rejoinder from Clyde R. Miller, director of the bureau of education service at Teachers College, Columbia.

Mr. Miller deplores the tendency of debating to emphasize victory rather than truth. Debating teams, he says, are coached to win at all costs. That may be a preparation for salesmanship of a certain sort, but he points out that the highest success in business comes from selling people what they need, not simply what the salesman wants them to have.

The criticism goes to the roots of much that is regrettable in present-day life. You find it in business; you find it in the law courts; you find it everywhere—the determination to attain a desired end, whether that end be right or wrong. If the practice of debating has contributed to this tendency we may well feel sorry. Coaches of debating teams should look keenly at this question. If victory were awarded upon the basis of the most honest, most logical presentation of the argument—well, debating would cease to be what it always has been.

Anson W. Belding

Associate Editor.

Educational Trails In American History

By A. E. WINSHIP

Chapter X—Achievement Education

MASSACHUSETTS Bay Colony celebration in 1930 should be a safe and attractive highway from Jamestown in 1607 to every achievement in education in 1930.

The discoveries of local fascinating educational traditions have aroused so much of interest for joy riders in history that it is as difficult to get anywhere in one's reading as it is for an automobile to make speed on any highway on a pleasant Sunday or holiday.

The danger and delay caused by limitless highway traffic called for a national solution of the problem which has resulted in the creation of wide highways for through traffic between large centres, highways that go through no cities.

At first state highways were built from each county seat to the next county seat, and local traders insisted that the route should twist and turn in cities so as to include as many business streets as possible.

This condition has been paralleled in the writing of the history of education. Every city and town that was in existence in Colony days thinks it made history; every legislative act, though it never functioned, is magnified as history, and every still-born idea has been capitalized until the crowded condition of the highway of the history of education endangers professional traffic and makes progress impossible.

Achievement in education has necessitated through traffic highways from Colony education to Federal education, public education, modern education, and professional education, ignoring local ambitions, eliminating legislative actions that never functioned and cremating still-born opinions.

There has been more progress in half the states in the last five years than in any other twenty-five years. There has been more achievement in education in county offices in the five years than was thought to be possible, and there is no prominent city that has not done more that is significant in achievement in five years than had been dreamed of by philosophers or psychologists at any time in the New World.

Education achievement is blazoned on every mountain peak of human endeavor.

Achievement education, which is today higher in quality and larger in quantity, is making greater speed than ever before. Education hesitated to react to the influences that completely remade industries and created new vision in science, but it eliminated the barnacles by leaving the heavy salt-water traditions and cleaned them off by exposure to new experiences with fresh vitality.

Say Something Good

Pick out the folks you like the least and watch 'em for a while;
They never waste a kindly word, they never waste a smile;
They criticise their fellowmen at every chance they get;
They never found a human just to suit their fancy yet.
From them I guess you'd learn some things, if they were pointed out—
Some things that every one of us should know a lot about;
When some one "knocks" a brother, pass around the loving cup—
Say something good about him if you have to make it up.

It's safe to say that every man God made holds trace of good
That he would fain exhibit to his fellows if he could;
The kindly deeds in many a soul are hibernating there,
Awaiting the encouragement of other souls that dare
To show the best that's in them; and a universal move
Would start the whole world running in a hopeful, helpful groove.
Say something sweet to paralyze the "knocker" on the spot—
Speak kindly of his victim if you know the man or not.

The eyes that peek and peer to find the worst a brother holds,
The tongue that speaks in bitterness, that frets and fumes and scolds,
The hands that bruise the fallen, though their strength was made to raise
The weaklings who have stumbled at the parting of the ways—
All these should be forgiven, for they "know not what they do";
Their hindrance makes a greater work for wiser ones like you.
And when they scourge a wretched one who's drained sin's bitter cup,
Say something good about him if you have to make it up.

—Baltimore American.

Continuity of History

By C. W. HEATHCOTE, Ph. D.
State Teachers College, West Chester, Pa.

ONE of the large problems confronting the teacher of history is to have the children realize the continuity of history. There is so much basic textbook teaching that many children only see the printed page of the text and do not understand, or understand only in a very meagre way, international and inter-racial relations. To the average child and to many adults the world is very large and all parts are distant and remote. This is due in part to the fact that people are born into an unusual world which is the actual world. It is difficult for them to grasp the idea that it took twenty days (1816) to travel from Philadelphia to Pittsburgh. The rapidity of travel by automobile and express train is such a common experience that it is difficult to realize anything else.

The newspapers, magazines, and periodicals which are printed and circulated in such bewildering numbers confuse the average individual unless he has a carefully trained mind to pick out the valuable news items with discrimination and is able to separate the chaff from the wheat. There must be an appreciable sense of local, national and world responsibility. Citizenship in one's own country is negligible unless there is a definite knowledge of conditions in another country.

There is need to help the children from the early grades in the elementary schools on through the Junior and Senior High Schools to grasp the continuity of history. They must know that civilization, progress and the history of their own country is a cumulative development, evolution, and growth. Citizenship is likewise an evolution. For the pupil to evaluate responsibility, appreciation and vision of citizenship in local, state, and national affairs, and to realize the proper attitude toward international affairs, he must approach it through the study of current problems.

CURRENT EVENTS IN THE CURRICULUM

Time Factor.—In the organization of the school program one of the difficult problems which arises is to find time and a definite place for each subject to be taught. There are fundamental subjects which constitute the core material and which must be taught. In planning the school program the plans should be so arranged that current events should have a definite place in the curriculum and program. It is unnecessary to teach current events in each period, but the time factor should be adjusted so that it comes in a definite and regular place in the curriculum and program.

The Pupils.—Current events should be taught in the early grades of the elementary school. It is not too much to begin in a definite way in grades one, two, and three. The children should be taught as early as possible in their school life to read and interpret the newspapers. If public opinion is to be the strong factor desired in the functioning of our nation, then interpretative newspaper reading must begin at a very early age. It is the training of the child mind to use the tools of information which shall produce a sensitive and responsive public opinion. In the lower grades such as one, two, and three, there are important holidays and anniversary days which are observed, and upon these occasions the teacher could ask that the children bring interesting newspaper and magazine clippings relating to those days. For example, on Lincoln's and Washington's birthdays there are always interesting articles printed primarily for the children, and though these articles are not primarily current events, in the sense of great problems of the day, nevertheless, they are found in the daily paper and are of importance to the children. Through these plans the larger work in developing interest in current affairs in the higher grades will be motivated.

In grades four, five, and six the current events study could be united with the civic classes. In these grades the curriculum calls for more detailed study of the civic virtues. There is the opportunity to unite the study directly with the classes in civics and history. The children are older and can do more in contributing newspaper clippings for the study. There is a tendency of some teachers to turn the current events class into a reading period. The mere reading of the clippings without discussion is deadening. The pupils fail to see the objectives and miss the correlation with history and civics. The work of the class in current events should secure its best results in the Junior and Senior High Schools.

In the Junior and Senior High Schools the courses in history, community, vocational and economic civics, and problems of democracy open the way for the best results to be obtained. In the Junior High School the teacher should help the pupils to visualize and realize the continuity of history. These young Americans are in the adolescent period when they need to understand something of the personal responsibility of the citizenship which they enjoy. The situations in their towns, cities, state, nation and the world

require them to know and appreciate the present as the result of the contributions of the past. It is quite important in the Junior and Senior High Schools that definite periods be set aside for the discussion of current problems. Through the teachers' guidance and direction it is evident that the pupils will realize the continuity of history, and the class in current events will not degenerate into a mere talking group but into a *discussion group*. The contrast is self-evident. The pupils soon see that the current events discussions have a place in each study in the curriculum, and if this psychology is motivated aright, they will realize that citizenship is one's life in all that it involves, and right relations with all people must be maintained.

The Content.—When the subject matter of current events is properly planned and organized, its importance is soon understood and appreciated by the pupils. Careful planning and organizing of the content is very necessary in the Junior and Senior High Schools. There are many magazines and papers published primarily to furnish the material for such courses. Many of them are helpful and stimulating. However, the wide-awake teacher will desire to organize his own material in harmony with the objectives and scope of the courses he teaches. The different papers published in the interest of current events will prove to be helpful to teacher and pupils alike, because there are to be found summaries of the important events in national and world affairs. The work should be arranged so that the pupils shall be required to find clippings in newspapers and magazines directly.

The high school teacher who has his courses well organized will prove to be a helpful, stimulating teacher and leader in the subject matter of his courses and particularly in current events. He will have his pupils ever on the lookout for material to fit in with the course as they shall find it in the newspapers and magazines. Though it may be a few weeks after the time the pupils have found it, before it can be used, nevertheless, it will be so recent that interest in it will be evident.

One thing must be safeguarded, and that is to prevent the subject matter from becoming the core of biased, prejudiced, and intolerant viewpoints. It is so easy to pick out materials from the press and the current events papers which give a biased viewpoint of certain subjects. These topics cannot be adequately discussed by immature minds, and should be avoided in the interest of good teaching, co-operative citizenship and the inculcative ideals. Of course, in the period set aside primarily for the discussion of current events, general or specific problems may be discussed which involve immediate problems.

Methods.—In teaching current events the methods used should be varied as in teaching other subjects. The subject matter of the current events material will help determine the method to be used. This will require careful planning and consideration on the part of the teacher. The work should be organized so that there will be maximum pupil participation.

Committee Work.—One of the most suggestive methods is through *committee organization.* If the class is too large effective work may be handicapped if too many committees are expected to report at one time. Under these circumstances a simple plan would be to have the class organized into standing committees, one committee to serve as an executive committee with the teacher as an *ex officio* member. This committee shall have as its duties to see that another group, to be known as a program committee, shall arrange with the teacher the topic to be discussed. The teacher needs to have his plans well worked out so that they may function with ease. His suggestions will be readily responded to by the pupils, because they will be anxious to do what the teacher desires. The teacher's plans in having topics discussed in harmony with the social studies content will be realized. If the topic requires several committees to gather material to complete the discussion, this will require careful organization of material and committee work. The other members of the group should be given a series of questions which should be looked up, and which require brief answers, which should be answered and discussed in the open forum of the class. The class should be resolved into an open forum after the main committees have reported for the period. These committees should be encouraged to stimulate debate in the open forum period.

In carrying on the committee method procedure the teacher shall act as director of the group, stimulating discussion, asking questions, and keeping the organization of the topic ever uppermost before the group.

The teacher should take the last few minutes of the period for careful summarization so that the pupils shall have constructive viewpoints and attitudes. From the committee work, organization, a socialized recitation may be readily developed.

SUGGESTIVE LESSON PLAN FOR COMMITTEE WORK

Teacher's Aim—To have the pupils realize that peace, goodwill and mutual understanding may be established between nations as shown in the current news, and illustrated in the new treaty drawn up between France and the United States.

Pupil's Aim—To know that the new treaty drawn up between France and the United States constitutes a good type study whereby peace, good will and mutual understanding may be hastened in the world.

I. Review of First Treaty Established February

6, 1778. (Time ten minutes.)

1. Causes:—
   Committee to give brief review of delegates' work of colonies sent to France to secure aid.
2. Review of Revolution in colonies. Progress to time of treaty.
   Committee to give brief résumé.
3. Results:—
   Committee to report on conditions in England, France, and colonies, and eventual victory for colonies.

II. Relations with France since 1778. (Time five minutes.)

1. Brief summary of relations.
2. World War experience.
   Résumé by committee.

III. The New Treaty signed February 6, 1928. (Time, ten minutes.)

1. Causes.
2. New phases involved.
3. Mutual understanding between France and United States and relation to world peace. (Two committees.)

IV. Discussion. (Time, five minutes.)
Open Forum.

V. Summary. (Time, five minutes.)

1. Teacher's Summary.
   (a) Oral test.
   (b) Written test or committee summary.

VI. New Assignment. (Time, five minutes.)

The Socialized Period.—The work of organizing a socialized recitation takes considerable planning, thought and experience. A teacher cannot expect the pupils to function without intelligent direction. It is very easy to say—set up a socialized recreation and the teacher should retire into the background. The teacher cannot relieve himself of class directorship unless the pupils are thoroughly trained in what they are expected to do. After several socialized recitations have been held, the pupils will know how to proceed, then the teacher can withdraw into the background.

Many teachers have stated that it is more difficult to conduct a socialized period in current events than any history lesson. This may be true since the history text material has been taught and worked over many times. Here the subject matter is more stable and lends itself more readily to organization. However, current events may be organized just as readily if the background is clearly understood. If the background material is confused in the minds of the pupils, then chaos is likely to be found in the class period.

The important points in organizing and carrying on a socialized recitation in current events may be briefly stated as follows: First, one topic to be discussed should be one which is likely to inspire or create discussion. A recitation of this nature in order to be effective must be participated in by all pupils; second, the subject must be divided into a series of questions so that each pupil shall have one in order to contribute his part to the discussion. If these questions are thoroughly organized and the pupils do the work they are expected to do in preparing the lesson, the recitation will provoke discussion and will be a success. Third, the class shall elect a president whose duty it is to preside at the meeting; a secretary to take note of the procedure of the meeting. There may be certain committees which belong to the permanent organization of the group or appointed to function for a brief period, such as bulletin board; program to co-operate with the teacher; in any event the organization should be as simple as possible in order to accomplish the best results: In the Junior and Senior High School classes a critic should be appointed to check on mistakes of various kinds in order that constructive results may be achieved. Fourth, there should be thorough summarization of the conclusions developed by the class discussion. These may be developed by the secretary or a committee appointed by the president for the purpose. Of course, it is understood that the teacher shall remain in the background as much as possible, but it will require patience and effort on the part of the teacher to secure the results desired. It is fine training for the pupils because they see the process of group organization and participation in actual development. The president of the group should be taught to know that it is a fine bit of courtesy to call upon the teacher before the conclusion of the hour for his contribution to the class discussion, to check upon mistakes, misstatements, wrong conclusions or similar things. In addition to pupil summarization, the teacher should also enlarge upon the pupil summary. The summary should be written upon the board and copied in notebooks.

The Laboratory Method.—Some writers of methods and principles of education discuss the keeping of notebooks and making scrapbooks as constituting the fundamental features of the laboratory method. These plans are involved in the laboratory method, but the method of procedure shall determine the *real* laboratory method. The writing of notes and the making of scrapbooks do not constitute this method. It is very essential to utilize notebooks in the teaching of current events. Certain outstanding data and conclusions should be carefully recorded by each pupil. His notebook should be an aid to help him evaluate and appreciate the fundamentals of this study.

The value of making scrapbooks for the sake of having a history scrapbook is negligible.

For the current history class, particularly in the Junior and Senior High Schools, there should be a special room provided where they could meet for their laboratory period. For example, the

particular current problem the class may be studying should be marked by the pictures, cartoons, editorials, articles or news items the pupils collect. Through careful organization of the topic studied, these materials should be used for note or scrap books, pasted in the books in a sequential way. The pupils should arrange this material during the class period and do all the work possible during this period. Of course, if some of the work has to be done outside or at home, it should be done as a unit of the whole. These laboratory methods may be made extensive or intensive studies.

Dramatization.—A new era has come into education through dramatization. The better types of moving pictures present certain fundamentals of the drama which are grasped and understood by the vast majority of children long before they enter school. Then as they develop through the educational process from grade to grade, they respond very readily to any proposed plan of dramatization in their school activities. There are so many events transpiring in contemporary history, that there is no trouble to secure the material. Their interest will not only be aroused, but they will enter into its dramatization with much interest. It is an excellent method to be followed.

Tests.—To measure and appraise the results of teaching current events, tests should be given as each unit of work is concluded. The tests should be simple yet adequate for the teacher to gauge the results and the pupils to know their scores. The newer types of testing are almost universally used and it is superfluous to mention the old form of examination. If these tests are motivated and used in the right way, good results may be achieved. The tests may be used to summarize the lesson, or to measure the results of several lessons. They constitute an essential norm in measuring the results of teaching.

Is Corporal Punishment Still Necessary?

By NAT G. BARNHART

Principal, Meadowview Public School, Meadowview, Virginia

THE handling of the discipline in a school is not always the easiest thing to do. The method used by one teacher may not get results if used by another.

One teacher can command the respect and secure obedience from a class in such a way that the boys and girls do not even appear to have a desire to cause trouble.

Often if another teacher takes the same pupils there is the appearance of "static" at once. The pupils seem to resent every suggestion, pay no attention to anything except to make a disturbance. Under such conditions good results cannot be secured. I believe that situations like this lead to difficulties out of which arise problems of corporal punishment.

Is such punishment still necessary? I believe it is not necessary with the first teacher described. As for the second teacher, that is another problem. A diagnosis of the situation is certainly fundamental. I believe corporal punishment "should not be used" until the very last measure has failed. I believe the best way to correct problems (which in the eyes of some people call for the whipping of a child) of this kind, is to prevent them. In order to prevent trouble we may do many things:—

1. Take the matter up with the parents and study all underlying causes.

2. Take an inventory of your own self—manners, habits, voice, expression, attitudes and methods.

3. Try the "praise method." Pick out everything good you can find about your pupils and praise them for it. Praise their attitude—if it is of the right type, their actions and their work, wherever it is at all possible. Praise worketh wonders in a classroom or a school. Show real appreciation for the best effort on the part of the children. Praise a good voice, a good trait, a good walk and a good everything done by a child. It will react on you and help you to search for the best and not for the worst in your pupils. Help the boys and girls to get the habit of seeing the good in each other.

4. Try to win the respect, admiration and love of the children. Help them to find the thing they should do and then let them do it. Let them feel that they have a bigger part in the school life.

5. Try to build yourself more into the life of the community through its best organizations and citizenship. Try to avoid the errors which will tear down your influence in the community. I knew a teacher who passed a man in the road near the end of the school session and did not speak to him. He was her patron and had three children in the school. He spoke to the teacher, calling her by name, for he had been to the school functions and met her too, but she passed on by. Her influence was lessened in that community by it.

As a principal in my sixth year in the same school I find myself growing away from the necessity of using corporal punishment. I have

used it, but in each case as a last resort, and I am glad it has been used less and less each year. I appreciate more and more the teachers in the school who do not feel the need for using it. I think its use degrades the teacher and the school more than it corrects or trains the children.

Everyday Life in Russia

By L. H. PUTNEY*

(*Second Article*)

IN ALL my travels I have never been in a country where it was so difficult for a person speaking only English to get about. Almost no one you ordinarily meet understands that language. Except now and then for the name of some automobile, you see no English signs; indeed, you are truly thankful for a menu printed in French or for a newspaper in German, and this when you do not profess to understand either of those languages.

Speaking of menus reminds me that Russian cooking is not at all bad, if you only know what to order, and do not see it prepared. The great national dish seems to be *borshch*, a pinkish soup made out of beets. Another popular dish is *shchee*, a cabbage soup containing dabs of meat and often a spoonful of sour cream. Cabbage, by the way, is a stand-by with Russians. It is even used as a filling in pastries. Owing to the scarcity of flour there is no white bread in the cities; in fact, what they call white bread in Russia seems to be made out of whole wheat, often mixed with a little barley. The German "pumpernickel" or sour barley bread is the common bread of the masses. This is the "black bread" we so often see mentioned in fiction and books of travel.

To travel in Russia costs more than in any other country I have ever seen. Almost nothing except transportation and caviar is cheap. Hotel rooms range from nine to fourteen roubles a day. In Leningrad I paid one dollar for a dish of strawberries with sugar. For two small tomatoes to eat with my dinner I paid about sixteen cents at a street stand. In Leningrad taxis charge four roubles to go perhaps a mile; droshkies are cheaper, but you must dicker with the drivers. In Moscow you pay the porter a rouble for carrying a couple of grips from the parcel room or taxi to the train, and so it goes.

The thing I cannot understand is how the people, with their small incomes, are able to pay such prices. Under the law communist officials are limited to 225 roubles a month, an exception being made, I understand, in the case of a few highly trained technical men. Non-communists are paid considerably more; for example, the manager of the Peasants' Gazette, a weekly paper having a circulation of 1,400,000 copies, and of fifteen other magazines with a combined circulation of 800,000 copies, receives a salary of four hundred roubles a month; his secretary is paid two hundred roubles. An ordinary typist is paid one hundred roubles; a scrub-woman, forty roubles. The highest salary I heard of any Russian receiving was that received by the director of the great chemical-research institution in Moscow—eight thousand roubles a year.

Of course, there is little incentive in the U. S. S. R. to save money, except to buy some expensive article or to make a first payment on rooms in a co-operative apartment house, for under the communistic scheme the government cares for the aged through its pension system. In the larger places most of the buildings are owned by the state and rooms are secured in them through workers' housing committees. As a rule these rooms are in what were once privately owned apartment houses (in Russian towns as in most continental cities these were the prevailing type of residence) and in the palaces of the former nobility and wealthy class. Every member of a worker's family is entitled to not more than ten square meters of floor space. The rent is graded according to the salary earned by the worker; for example, the manager of the Peasants' Gazette pays eight roubles a week for the two rooms occupied by his family, but his secretary would pay only three roubles for the same rooms, and a scrub-woman less than half that price.

Merchandising is very largely in the hands of the government, either through state stores, or "co-ops" maintained by the workers in a particular establishment or industry. Some of these stores are enormous affairs. There is also a gradually decreasing number of private shopkeepers or "*NEP*" men, who manage to keep on doing business in spite of the tremendous taxes imposed by the government, and all sorts of restrictive regulations. As much of their stocks originally came from government establishments, they must necessarily charge higher prices than prevail in the state shops and "co-ops." That they are able to exist at all under such a handicap is a tremendous reflection on the management of the former.

The stock of almost every commodity in the U. S. S. R. is pitifully short. In Leningrad there are several huge colonnaded buildings which house hundreds of small shops, each being per-

*Foreign Representative, Little, Brown and Company.

haps thirty feet deep and possessed of a single show window. As a rule the best part of the stock is to be found in this window. No matter how small the shop may be, it always can boast of a "Kacca" or cashier with a cash register. You must buy a check from her for the price of whatever you wish to purchase before the clerk will deliver the article, and very often even wrap it. In one of the private shops in Leningrad I saw shoes ranging in price from 22.75 to 46.75 roubles; in a similar shop in Moscow I was offered ready-made men's suits for from 10 to 60 roubles. What was even more surprising was the number of dress shirts displayed in the windows. I have a lurking suspicion that some of this merchandise may have been smuggled in, for it had the appearance of being foreign-made. Under the law no one except those licensed by the government may import goods from abroad, nor may any remittances be sent abroad except through post offices and the state bank. With an unfavorable trade balance and a scarcity of gold, imports are being held rigidly to machinery and such essential manufactures and raw materials as are not produced within the country in sufficient quantities to meet the most pressing needs of the nation.

As I have said, it is beyond me where the people get the money which they spend so freely. Every evening the roof garden of the Grand Hotel d'Europe in Leningrad and the restaurants in the big hotels in Moscow are thronged with workers, more often than not clad in blue blouses unbuttoned at the neck, eating and drinking and having checks which run into two figures. However, very often there are many things that money will not buy. Bread and sugar and meat and textiles and other articles in great demand usually may only be bought with cards, except in private shops, where the price is always very high. I spent an hour one day in Leningrad nosing around the private shops near the market trying to buy a pound of sugar. At last I found an old Jew "boot-legger," who had about five kilos of it in a paper sack hidden away among bags of grain. I got my sugar, but it cost more than thirty-three cents.

Lovers of antiques will find plenty of them in Russia. I saw lovely old oriental rugs, superb cashmere shawls, wonderful porcelains, delicately enameled silverware, rare old paintings, and a bewildering collection of other works of art that had once adorned the palaces and mansions of the land. All were for sale, but there was a fly in the ointment—not only were they priced very high, but an export duty of thirty-five per cent. would have to be paid before they could be taken out of the country, to say nothing of the duty which would be assessed back home.

From the point of view of the economist I doubt whether in all the world there is another such interesting country as the U. S. S. R. Nowhere else can you find a people so self-sufficient as are the Russians today. Texans may talk about buying "Texas-made goods," Canadians may insist on "Canadian manufacture for Canadian people," the British may harp about "Imperial preference," but it has remained for the Soviet government to make a success of the doctrine of getting along with home manufactures. In all my knocking around in the U. S. S.R. I have seen hardly a single foreign-made article exposed for sale. Sometimes you think that you have found something, but a closer examination of the container will invariably show the name of some Soviet manufacturing trust. Much of this home-made stuff is shoddy and inferior, but the people are fast learning to make it do. What is even more discouraging from the foreign manufacturer's viewpoint is that, according to the testimony of persons who have been visiting Russia annually for several years, the quality of Russian manufactures is unquestionably improving, just as is the standard of living of the workers. Taking all these facts into consideration, I believe that Russia is not likely to offer a very promising market for the small manufacturers of other lands, even if the government should decide to lift the restrictions on importation.

In one sense the currency of the U. S. S. R. is *fiat* money, although since 1923, when the *chervonetz* (10 roubles) was made the monetary unit, theoretically the country has had a gold standard and a stable currency. Because the paper notes are not exchangeable for gold at present, outside of Russia they have steadily depreciated. For the most part they are not listed on the bourses of Europe, nor are they bought and sold regularly by the money changers in places like Berlin and Vienna. When I was in Warsaw the rouble there was worth less than twenty cents, and in Japan, I am told, it can be bought for a sixth of its par value. In order to force its circulation at par the Soviet authorities have resorted to such drastic means as refusing to allow any roubles to be taken out of or to be brought into the country. When you enter the U. S. S. R. you must furnish the customs officials a list of all the money and negotiable papers you have with you, and when you leave (if within sixty days), you may only take out such of them as you still have left. Whenever you exchange money, or cash traveler's checks, or make drafts against a letter of credit, you are paid roubles at par and given a receipt covering the transaction. It is claimed in public notices that by producing these receipts at the frontier you can exchange the Soviet money left on your hands for foreign currency without any

(*Continued on Page 553*)

Personal and Professional

ANNA M. DOBBINS, Cheyenne, Wyoming, superintendent of Laramie County, was honored with a life membership in the National Education Association by the hearty devotion of the teachers of the county. The presentation was at the annual Teachers' Institute, which was a record-breaker in every way. She had national talent as well as local enthusiasm.

ADELBERT W. GORDON, assistant state superintendent and executive secretary of the Maine State Association, continues to keep the teachers of the state making professional records, and the financial condition of the Association is the best possible demonstration of his efficiency.

MISS FRANCES POTTER, who is not ashamed to own to eighty-four birthdays, was gladdened by a surprise banquet at which were present more than one hundred of her graduate students of Chicago during her sixty-three years of service. She left teaching twenty-two years ago at sixty-two years of age, but she is still admired by her former students.

JAMES M. LEE, director of the Department of Journalism, New York University, who died at the age of fifty-one, after a brief illness, November 17, had an interesting professional career. He was on the staff of the Springfield, Mass., Union in 1900, was a non-resident member of the staff of the Pilgrim, Battle Creek, Mich., 1903-04; circulation manager of Outing Magazine, 1905-06; literary editor of the Circle Magazine, 1907-08; associate editor of Leslie's Weekly, 1908, and editor of Judge, 1908-12. Dr. Lee became a lecturer on journalism at New York University in 1910. The following year he was made director of the department.

MISS LENA K. SARGENT, "school girl principal," Belfast, Maine, won an honorable place on the front page of national newspapers on November 8, because her "courage and wit" led to the capture of two escaped prisoners, for whom the authorities of the state had been searching in vain. She was riding alone on a lonely road when the two men commanded her to stop. Instead of stopping she put her foot on the accelerator, and they jumped for their lives. She sent officers of the law after them, and they were returned to prison.

LOUIS P. BENEZET, superintendent, Manchester, New Hampshire, who was elected president of the New England Association of School Superintendents, has an unusual record of achievement in modernizing education. As superintendent of La Crosse, Wisconsin, he attracted nation-wide attention. At Evansville, Indiana, he set a pace in heroic recasting of school administration which led to his election in New Hampshire, and in Manchester he has had remarkable success, and is a sane and effective platform speaker. The official recognition by the New England superintendents is deserved.

MISS BESSIE LEE LATHROP, a clerk in the office of the principal of a high school in New Haven for thirty years, died recently, leaving an estate of $340,000 saved and wisely invested as clerk of a high school in Connecticut. Of this amount she left $10,000 to Mount Holyoke College among other gifts.

W. L. KOCHER, superintendent, Martins Ferry, Ohio, president of the Eastern Ohio State Association, had one of the best programs in its history, and possibly the largest meeting of any kind in its experience. Martins Ferry has often been one of the leading cities in education in the state. More important reputations have been made in education in Martins Ferry than in any city of its size in Ohio that has no association with a large city. It is needless to say that Superintendent Kocher had demonstrated high administrative ability to be honored with this presidency in a section of the state with twenty-five cities larger than Martins Ferry, some of which had a quarter of a million population.

M. SAMUEL STERN, of the New York City Board of Education, provided in his will for two bequests of $10,000 each, and one for $20,000, to be credited as memorials to William J. O'Shea, superintendent of schools, New York City.

DR. LESTER S. IVINS, Kent, Ohio, is connected with the State Library Division of the Ohio State Department of Education with special service in the promotion of the county library service. Dr. Ivins has been identified with highly important educational service in Ohio. He has been in the Ohio State Department previously, and was on the staff of the United States Bureau of Education, and on the faculty of Kent State Teachers College. He has published more than one hundred bulletins and leaflets, state and national, and is the author of seventeen books. The latest is "Training Teachers in Service." The latest previous book was "Fifty Famous Farmers" in co-operation with the editor of the Journal of Education.

His new responsibility will give him rare opportunity for professional service.

They Say

L. THOMAS HOPKINS, University of Colorado:—

"For centuries education has been lying dormant, encompassed by the shell of tradition and anesthetized by the oratory of academicians. There are increasing signs that the organism is still alive and that it is beginning to stir within its prison. In fact, it now appears that this activity has progressed to the point where sections of the shell have already been removed and where the body has been nourished with the oxygen of life. That education will eventually emerge from its cocoon and devour those who were responsible for its long period of quiescence seems highly probable."

GEORGE BERNARD SHAW:—

"Dramatic criticism is no worse today than it was in the good old days. It couldn't be."

WILLIAM LYON PHELPS:—

"We look backward too much, and we look forward too much. Thus we miss the passing moment."

LOIS COFFEY MOSSMAN, Teachers College, Columbia University:—

"He who would show others how to grow should be growing himself."

DANEL WOLFORD LA RUE, State Teachers College, East Stroudsburg, Pa.:—

"It is strange that, even in a democracy, the army and the public school are still organized autocratically."

WILLIAM JOHN COOPER, U. S. Commissioner of Education:—

"Only 10 per cent. of each generation become leaders. Twenty years ago the high schools of our country began to enroll that 10 per cent. Today figures collected by the Bureau of Education indicate that more than 50 per cent. of the population of high school age is in high school."

T. N. CARVER, noted economist, Harvard University:—

"The greatest single thing that could be done toward making country life as attractive as city life would be to place within reach of every country child as good a school as is provided for the city child."

DR. ARTHUR J. JONES, of the University of Pennsylvania:—

"The teacher does not develop the habits and attitudes of the student. The only known way by which they can be formed is for the individual himself to form them."

ROBERT M. HUTCHINS, president, Chicago University:—

"To the universities the nation looks for men and women who have trained minds and know how to use them; men and women who know how to think and are willing to do it. Through the fumbling futilities of American education we shall yet pass to something new, native, and vital, superior to the education of Europe, which now, perhaps thorugh our ignorance of it, sometimes strikes envy or despair into our hearts."

W. T. CARRINGTON, former state superintendent, Missouri:—

"Industry tends to liberal ideals; agriculture to conservative ideals."

DR. WILLIAM J. O'SHEA, superintendent, New York City:—

"Even the layman can appreciate the tremendous waste in attempting to teach children useless material that is only partially learned after tremendous effort and is soon forgotten. There is involved in this a waste of time, energy and money that is inexcusable.

KATHLEEN MILLAY:—

"What use are airplanes and radios and all the pomp of wealth and luxury when we live in a world so insane that a youth can kill himself because he 'flunked' an examination?"

SARA ABBOTT, Berlin, New Hampshire:—

"If pupils are to be well they will have to do something more than brush their teeth and have clean hands at 9 o'clock in the morning."

SAMUEL S. FLEISHER, Philadelphia:—

"Schools should provide 'stadiums for the soul' as well as for the body. In the past expenditures for athletic grounds have been out of proportion to the amount spent for workshops and sanctuaries for the arts."

MRS. EUGENE MEYER, Jr., chairman, Westchester County, N.Y., Recreation Commission:—

"If we build hospitals and jails for the weak and the wicked, why in common sense shouldn't we do something for the healthy and honest citizen? Democracy must fail if in addition to alleviating mass suffering it does not also give attention to the happiness of the individual and thereby open the way to the joy and to the creative vigor of the nation."

"He Is My Friend"

By DOROTHY M. GIFFORD
Fairhaven, Massachusetts

(Mr. ——— is very much alive. Though not now principal of a Normal School he is a very important man on the faculty of a State Teachers College.—Editors.)

SOME one has said a real teacher should be a "toucher." I think Mr. ——— according to that definition was a "real teacher."

It was my good fortune to know him at two different times, once as a child of thirteen, and again when I attended the Normal School of which he was principal. He is an educator known in Europe as well as America, but he is one of the most unassuming and friendliest of men. His friendship is given to all alike of whatever rank or station or age. One little act of his brightened my life for many days. I used to have a habit of standing with my feet crossed, and he had noticed it. One evening there was a reception to which I was going in the company of two aunts. As it was the first experience for me with a receiving line I was rather frightened, until I came to Mr. ———, who promptly crossed his feet and held out his hand with a grin that seemed simply to imply a secret between just us two. I felt like the King of England.

His classes were a delight. The moment he entered the room an air of quiet studiousness seemed to pervade the atmosphere. There was never a dull moment. Somehow he had the art of keeping one's mind constantly on the alert to be ready for the questions he might ask. Never once did I hear him speak to anyone for being out of order, for when Mr. ——— talked about a subject, whatever it was (or asked us about it, as was more often the case) one just naturally sat up and took notice. There was nothing in the world so interesting just at that moment as what he was saying.

The same thing was true of the government of the school. There were very few rules. "There is no art," he used to say, "in keeping people in a certain place by building a high wall around them. Leave everything open, so that they will stay because they had rather not go." Take the case of the girl who was called into the office in connection with some escapade. She had a nice alibi all made up, but when she got inside and Mr. ——— looked at her, the first thing she did was to burst into tears, and say: "I can't lie to you, Mr ———."

Mr. ———'s chapel talks were the most famous part of the school. Each teacher used to take turns in having charge, and we never began the day without a bit of inspiration, interesting news or information. No matter how much was going on this daily feature was never omitted, and I, for one, look back on those chapel talks as the best part of the course. It was like pausing a moment in washing the dishes to admire a lovely painting, or listen to some music, and somehow the world seemed a better place after those few moments spent in the assembly-room.

However, Mr. ——— was not always serious, and the same man who expected us to write twenty-five-page themes on psychology would have us sitting down on the sand on the beach, holding hands and listening to fairy stories, while the waves softly lapped the shore, and a red path-way across the water led straight up to the moon. Gone were such things as physics, pedagogy and chemistry, and we were all children again belonging to one big family.

Mr. ——— was a person of extremely simple tastes. Two hobbies of his were tramping and gardening. When he had a lecture to prepare he used to go walking in the woods while he thought it out. Sometimes if you were up early enough before breakfast, you would see him returning past the dormitory with a hoe, from his garden.

I think it was his interest in everybody and everything and his ability to draw out the best in his students that accounted for his success in handling people. His attitude seemed to say:—

"O be my friend
And teach me to be thine."

A Book for Teachers

Interesting—New—Practical Values and Methods in Health Education

By

Walter F. Cobb, M. D.

Director of Health Education, Baltimore Public Schools

The purpose of this book is to emphasize the importance and value of health education and to present practical methods, suggestions, and devices for health instruction and for training in the formation of health habits. More than half of the volume consists of practical classroom plans for presenting health instruction attractively to children of all ages. The book is profusely illustrated and written in a simple style.

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ROW, PETERSON AND COMPANY
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Are These Your Problems?

THIS DEPARTMENT OF SCHOOL PROBLEMS
IS CONDUCTED BY A SCHOOL EXECUTIVE.

312. How much notice should we take of this criticism of women teachers? (Mass.)

I was talking with a doctor who serves in an accident ward of a city hospital (not long long ago), and he was telling me about fashions in suicide. He said they come in waves. Some one will turn on the gas, get front-page space, and for a couple of weeks the ambulances will be rushing in gassed patients by the score. Then some one will get the bright idea of ending it all with a certain poison, and the druggist will do a great business. Then leaping from high places will have a spell of being popular. A dissatisfied frame of mind and a craving for attention always seem to go together. Now, you cannot ignore suicides. They have to be cared for, and some people read every word of the details and fret about it. Not I. I just read the headlines, let the fellow who is paid for it clean up the debris, while I turn over to the next page.

Does this answer the question?

313. Do we need to put spelling books in the hands of the pupils? (North Carolina.)

As soon as the pupil can read any amount, and by that I mean about the third grade, it is wise to give him a spelling book. The book in the hands of the teacher only and the words on the board for the pupil can never fully meet the situation.

The child needs to see the word in print. He needs that picture on his mind. The print is clearer than script, and leaves a more lasting image. Then the new spellers are a far call from the old word lists. The words are not only graded as to difficulty and child level, but their difficulties are cared for by all the devices of modern child psychology, such as phonetic approach, associations and relationships with use in composition whose English and theme are nicely fitted to the age and interested level of the pupil. And have you seen the pictures and material set-up of some of these new spelling books? They are works of children's artists. Any school system that tries to get along without spelling books these days, especially beyond the second grade, makes a big mistake. It is false economy.

314. Do you think "visiting days" pay? (Wisconsin.)

Visiting days for teachers, I suppose you mean. Certain kinds of visiting days are very profitable and others are costly. If teachers are to visit schools they should have a definite purpose in so doing. They should know what they need to see, and then go where they can find it. Here the supervisor can give you valuable guidance both in helping a teacher to see her greatest needs and directing her to schools where she will see work from which she can get help. When she returns time taken to talk over her visit and plan application of some of the best she has seen to her own situation is well spent.

Visiting within a school system is wise at times. It not only helps the teacher visiting, but inspires the teacher visited. Visiting just to have a day off and going anywhere on chance or where one has friends is what I mean by too costly visiting days. It is not intelligent nor fair to the taxpayers.

Closing all the schools in a city or town and flooding all the neighboring places doesn't always show good judgment. Whether it is best to let one teacher, a few teachers, or a whole school go at a time depends upon your local situation, and what time of the year or week depends upon what you are after.

Visiting days can be used to promote both better teaching and organization. Their use is simply a matter of local and individual study. Rightly used they are most profitable.

315. Where should U. S. History come in a high school course?

As a rule it should come in the freshman year so as to catch those who leave early in school life to go to work. In some states it is required by law, and while the pupil can, it is true, get more out of it later in the junior and senior years he can get a great deal out of it if properly taught in the first year of high school. With the assignment and test method in the discard and problem procedure in the saddle the skillful teacher soon leads the pupils to appreciate much of their inheritance and some of their responsibility in this their own country.

During the elementary schools they have been acquiring knowledge of United States history all along the way according to their age levels and ability. They have a background, a set-up for definite problem solving, for an understanding of the major crises that our people have had to face, for a study of our growth and development, for a simple consideration of our present relations with each other and with other nations. The high school freshman is ready for this clear, simple picture of how we got this way, and by working it out piece by piece for himself he puts himself into the picture, he gets a feeling of responsibility for the present and future, and a sense of power to figure in it all as he goes into the world. Put your finest teacher into your United States history work, and catch all your pupils in the freshman class.

Everyday Life in Russia

(*Continued from Page* 548)

loss save the usual brokerage. Since writing that statement, I find that even the branch of the state bank at Vladivostok refuses to make any such exchange, and that a person leaving the country by that port suffers a monetary loss in more ways than one.

I am told that in spite of the very efficient secret police (known locally as the O. G. P. U., or "gay-pay-oo") the smuggling of roubles is constantly going on, and that in Moscow and some of the other large cities more than one Jewish money-lender makes a good living "boot-legging" them. And I know, for I have done it, that you can buy in Vladivostok all the roubles you wish at the rate of four for a dollar. Evidently the government is aware of this trafficking in roubles, for very often when making large purchases, especially of tickets to foreign countries, you are required to show your exchange certificates. That the U. S. S. R. is able to bolster up the price of its money by such arbitrary tactics is a tribute to its power, to say the least.

(*To be continued next week*)

Personal Development Contest

MORE than seven thousand members of the Newsboys' Republic of Milwaukee have taken part in a personal analysis and development contest. The motto of the Republic is "Clean Habits, Clean Speech, Clean Business, Clean Sports."

Every contestant filled out the six suggestive topics:—

Making a Good Worker.—Tell four important ways or conditions which you think or imagine would help you to do your daily work better than you are doing it now.

Making a Good Thinker.—Tell four important ways or conditions which you imagine would help you to think more clearly than you do now.

Causing Wholesome Feelings.—Tell four important ways or conditions which you think or imagine would help you to be happier and more contented than you are now.

Being a Good Fellow to Have Around.—Tell four important ways or conditions which you think or imagine would help you to get along more pleasantly with persons around you.

Having a Healthy Body.—Tell four important ways or conditions which you think or imagine would help you to have a healthier body than you have now.

Forming Good Personal Habits.—Tell four important ways or conditions which you think or imagine would help you to form cleaner and more wholesome personal habits.

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Repression and Expression

By ARTHUR DEAN

Years ago a boy sat in the extreme southeastern corner of a country school.

In front of him was a desk top. In his pocket a jack-knife. But steel never met wood. Either because of fear or out of respect for public property no initials were carved on that desk.

The other day this boy — now a man — sat again on that same seat, but this time he produced a jack-knife and deeply carved the letters H. F. It was His Flourish — long delayed.

He could do it now with perfect safety. Not only had teacher long since gone to his reward, but the carver himself was a man of great importance. He could put his flourish on a check for a million dollars and never raise an eyelash. And he now owned the schoolhouse, and the desk top, and for that matter the whole town.

In fact that very week he had spent a couple of million in getting Thomas Edison into the Ford Historical Village where it was celebrating the fiftieth anniversary of the electric lamp.

Queer little incident, isn't it, how Henry Ford brought to pass a desire he had harbored for years and years, to do what many of us oldsters did (tut, tut — we did), namely: To carve initials on the top of a school desk.

Some time or other the old boy within us comes out. It's inevitable. Fathers who skimp their children often raise offspring who are extravagant. If we were denied when young we are apt to be altogether too liberal with our children. If treated unreasonably in our youth we over-emphasize liberality in our later years. The repressed adolescent becomes at the age of forty "the man who should have known better."

BE SURE YOU'RE RIGHT

Remember, folks, repression, when unjustified and unreasonable, appears later as expression. If a boy wants to get out nights and all that is done is to keep him shut up and offer him nothing except "you can'ts," he is pretty certain to make it a point later to get out and stay out.

If a girl is denied boy friends and not permitted to go to parties where boys are present, the repressed girl of her girlhood will come out in the expressed girl of her maidenhood.

And much to the surprise of her parents, the first thing she does is to grab the first boy she meets and carve her initials on him.

Mere repression is seldom wise. Mere obedience is not an end in itself. When repression is redirected into proper channels of self-expression the child finds that obedience is associated with pleasure and satisfaction.

Henry Ford suppressed his desire to carve on a school desk and instead expressed a desire to carve his name on Industry.

But eventually the Old Boy in him had to come out. Fortunately — so it is said — he is rich enough to be able to have the desk top refinished if anyone objects to the deeply emblazoned H. F.

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CHARACTER CHATS

By JOSEPH B. EGAN, A. M.

Wooden Clothespins

I wonder if you know why we have wooden clothespins! Well, once upon a time, the queen of fairyland found a tiny stain upon her beautiful star-scarf. You know, of course, that ten thousand spiders spent a whole night weaving this scarf, and that a hundred butterflies sprinkled silver and gold dust over it, and that tiny glittering stars were sewn all over it, and that it was so soft and velvety that had it blown across your cheek, you would have said: "What a delicate, sweet-scented breeze that was." Well, anyway, the fairy queen found a stain on it, perhaps a strawberry stain, for she had been picking strawberries on the hill under the apple tree. "Beautiful spirit of mine!" cried the Queen. She always said: "Beautiful spirit of mine!" when she was upset in mind. "Here is a stain on my star-scarf! It must be removed at once! Quick! Bring me a bowl of dew and a rose petal and a bubble from the brook. With my own hands I shall wash the ugly red stain away." The little fairy queen worked all day long in the shadow of a dock leaf; just as the first star peeped at her, the stain was gone. "Nodder! Dodder!" cried the queen. "Come here quickly. Take my scarf and stretch it gently across yon spider-web line and then let each of you straddle the line and hold the scarf in place, one at each end, until it is thoroughly dry. Be careful now, for the wind is rising. Should you release your hold for an instant, my scarf would float away like a thistle-down and be lost to me and fairyland forever." As Nodder and Dodder sprang to their task the tired queen curled herself up on a golden dandelion and closed her eyes and slept. "Nodder," said Dodder, softly, "how long have we straddled this spider web?" "Just an hour by the North Star," said Nodder. "Oh, hum! It seems like a whole night," replied Dodder. "Dodder," whispered Nodder a little later, "are you sleepy?" "I can hardly keep my eyes open," answered Dodder. "It is very still now," said Nodder. "There is no wind. Suppose I close my eyes until yon cricket quits chirping. Then you can close yours, and no harm will come of our little sleeps." Imagine such actions! With the queen's precious star-scarf committed to their care!

First Nodder closed his eyes, then he slept, then his fingers loosened on the spider web. His end of the scarf slipped away like a curl of blue smoke. Dodder did not notice it, for he had closed his eyes, also, "just for a second,"—he told himself, but the second was a swift canoe that carried him head-bobbing down a swift current out onto the calm lake of sleep. His fingers loosened also on the spider web, and with a soft sigh and gentle swish, the star-scarf drifted away to be lost forever.

Just then the moon rose behind a tall cedar. The queen yawned and stretched her arms and shivered a little from the cold. "I shall get my scarf," she said. "It must be dry by this time, and Nodder and Dodder must be very tired."

Poor little queen! When she reached the spider web what should she see but Nodder and Dodder astride of the line as expected, but with hands folded in front of them and bodies bent over forward in sleep.

"My scarf!" cried the queen, "My scarf is gone. It is lost forever." Then the queen's little blue eyes blazed angrily. "Sit there, you naughty imps," she cried. "Let your legs be wooden, and your bodies wooden and your arms disappear because they failed me, and let your heads be wooden from this day forth and let your punishment be the task of holding tightly the clothes of mortals to mortal lines."

Poor Nodder and Dodder! You can see them and all the other little faithless fairies bobbing and sleeping a deep wooden sleep on any clothesline that you come across. Now they seldom fail anyone for, being of wood, they stay where they are put, and the very sleep they sleep keeps them forever faithful to their jobs,—and if you wish to know where the Queen's scarf went on the wings of the wind, just peep up at the sky some still summer night and you will see it streaming, all glittering with stars, across the golden face of the old moon.

What is the Spirit?

A friend of mine laughed at me one day when I spoke about the influence of the spirit. "Tell me," he said, "What is this spirit you talk about?" I confess his demand puzzled me for a moment. "What is this spirit? How can anyone find terms to describe it and yet, if the human mind is to see it, we must dress it somehow in garments that can be seen, so I like to watch it growing clothed in the gold cloth of the dandelion or the rosy-cheeked velvet of the little child. If we are to listen to it, we must somehow cause it to give forth sound, so I like to listen to its faint music in the distant flutings of the hermit thrush or the gay laughter of the little child. If we are to feel it then we must clothe it somehow in things that can be felt and so I like to touch it in the hand of some loved friend, but I know that all this does not satisfy those who cannot see and hear and touch spirit in this way.

For all these and for my friend, I have a little mind picture of spirit. We know that many seeds are round; we know that living cells of which plants and animals are made are round; also, we know that the earth and moon and sun are round. We have round heads and round eyes. I, therefore, somehow visualize the spirit as round, like a soap bubble, and as beautiful as a soap bubble because from its surface is constantly being reflected the glorious beauty of the spirit of God whose image it is. Now we know that the same soap bubble may be made to grow as we blow our breath into it. It remains the same soap bubble, but it gradually develops a larger surface and so reflects more and more of the beauty of the sun. In the same way our spirits, while remaining the same in identity, grow more spacious as the breath of God enters us as we perfect ourselves in doing good for the Father. To add to this little imagery we know that the soap bubble tends to lift itself up. It forever tugs at its anchorage as though wishing to be free; in the same way our spirits are made to soar but are constantly being held to earth by earthly ties. Now what a slender thread will suffice to hold down a soap bubble. I assure you, my little friends, an even more slender thread will suffice to hold down a spirit. One almost invisible cord of hate, though it be finer than a gossamer web, will anchor it to the solid earth forever. Now after all this, I can hear my friend say: "I am no wiser than before. I still ask: What is this spirit?" I have no further answer. I *know* that I am spirit. I *know* that I am of more importance than ten thousand suns in the sight of God. That I cannot describe myself is due entirely to the inability of the mind to think and the tongue to speak that immense and wonderful and even terrifying thing which we call spirit.

Jack Rabbit, Coyote, Wolf and Snake—I

There was once a medicine man in the lodges of the Arapahoe Indians who had strange powers over other men. Some say he was a hypnotist. That he never really did any of the wonderful things that people saw,—that instead he closed their mortal eyes and ears while he opened up the eyes and ears of their imaginations, thus revealing to them sights and sounds that really existed only in his own mind. Be that as it may, it is extremely interesting to sit in on one of his performances. At heart this medicine man was good. All records show that he had a spirit far in advance of his time. He loved justice in a world of savagery, and he loved truth in a world where lies darted in and out of the minds of men like swallows seeking flies.

On one occasion the medicine man stood on the outskirts of a circle of braves and heard a lie stealing its way from lip to lip, growing bigger and more deadly as it passed. It was a lie designed to stir up strife between the Arapahoe and Sioux Indians. To let it run its evil course would be to permit the tomahawk to fall and innocent men to die, while women and children shivered and perished from cold and starvation.

"Brothers," said the medicine man as he stepped into the ring. "I know a new game. Come, we shall play it." Since the medicine man was so much dreaded because of his great powers, no one dreamed of disobeying him. "This is the game," he said. "I shall whisper something to the earth. My whisper will be a jack rabbit. It will leap from my mouth, then into the ear of one of you like a real rabbit into a hole in the ground. My rabbit shall go through the brave's head and he in turn shall whisper it out to the earth and so on. Now let us begin."

The medicine man leaned over and held his mouth close to the earth and to the astonishment of all a tiny jack rabbit actually leaped from his lips, grew instantly to its full size and bounded in two jumps onto the shoulder of a brave. Another jump carried him, dwindling in size, into the brave's ear. As he leaped, however, his forefoot struck the brave's eyeball, causing the young fellow intense pain. "Now," said the medicine man, "the jack rabbit is in your head like a real rabbit in a warren. Lean over, my friend, and whisper him out onto the earth." The Indian was so frightened and in such pain that he hastened to obey. To the amazement of every one, instead of a ridiculous jack rabbit, a snarling, snapping coyote leaped out of his mouth, grew instantly larger and bounded with a growl towards another brave. Because he was an Indian the man did not cower, but stood his ground and the savage creature leaped upon him, biting off a piece of his ear as he dwindled down to the size of a flea, and disappeared.

(To be Continued.)

Jack Rabbit, Coyote, Wolf and Snake—II

"My friend," said the medicine man, "within you is a savage, snarling beast. Bend down and whisper him out upon the earth." The brave felt of his torn ear and obeyed while the others trembled in spite of themselves. As the brave's mouth opened a wolf sprang forth, growing instantly into a huge, shaggy animal whose long, white teeth were bared by snarling lips. With a growl the terrifying creature sprang at the head of the nearest brave. The man could not hold back a cry of terror as the beast's gleaming teeth closed in upon him. The two rolled in the dust. When the man arose his left ear was missing and there was a large scratch across his brow. "My friend," said the medicine man, "you are now harboring the most savage beast in the forest. What will you do with him?" "Whisper him out," cried the man, trembling with terror as he felt his head. "So be it," commanded the medicine man, but the others, knowing what was to come and fearing a beast even worse than a wolf, turned and fled. "Whisper quickly!" commanded the medicine man, and the brave obeyed. Instantly a rattlesnake dropped from his lips and grew to huge size, turning its flat head this way and that as though seeking prey. Not far away, Noble Eagle, the chief, stood, arms folded, a witness of all that had happened. Towards him the snake writhed and wriggled while squaws and children shrieked and brave men cowered in terror. Noble Eagle did not move from his tracks, but swiftly raised his hands and tried to cover up his ears.

With swift, side-winding movements the rattler reached him, wound its scaly body about his legs and then, circling his hips and shoulders, thrust its flat dreadful nose into a tiny gap between his fingers. Like a slim, dark ribbon it grew smaller and smaller, to vanish at last utterly into his left ear. To the astonishment of all the reptile did no harm to Noble Eagle as it entered his head. "Noble Eagle," said the medicine man, "you now have within you a reptile capable of destroying yon village. What are you going to do with it?" "Medicine man," said Noble Eagle, "I have spoken to the Great Spirit as I watched these others upon whom you have placed your charm. The Great Spirit has spoken to me thus:—

"'Noble Eagle! be not the path of the landslide nor the cloud bearing the hurricane. Be not the wind on which the hail rides, nor the blanket that bears the scorpion of another death. Noble Eagle! Destroy this wicked creature within yourself.'"

(To be Continued.)

Jack Rabbit, Coyote, Wolf and Snake—III

"Mighty is the wisdom of the Great Spirit," said the medicine man, as he spread out his arms before him and bowed his head. "Mighty and glorious and true are the words of the Great Spirit. Noble Eagle, blessed shall you be from this day, for out of your mouth has come, not the hurricane, but a blessed rain of life-giving words that shall feed the spirits of your tribe with abundant food."

"I have spoken," said Noble Eagle. "Within me shall this snake be denned forever."

"Noble Eagle," cried the medicine man, "within you there is no snake. That which entered in at your ears has been given wings by the Great Spirit,—it is now a thrush singing sweet songs at evening. To its songs the Great Spirit listens."

The medicine man smiled and lifted up his head and cried out in a mighty voice the gathering cry of the natives, and men and women and children came running at its summons.

"Behold him! — Noble Eagle!" cried the medicine man. "He is a deliverer of his people from evil because he has stopped the generation of this wicked lie,—for the jack rabbit, the coyote, the wolf and the snake were but symbols of the same lie that was growing in wickedness and strength among you. Everyone that it passed through was hurt by it, except Noble Eagle, through whom it did not pass."

It is recorded that the medicine man made some strange passes with his hands and that thunder rumbled and the eyes of men were cleared and they looked at one another and said: "What is this wonder we have seen?" but Noble Eagle said: "It is no wonder. It is the truth. Worse than a coiled rattler, ready to strike, is the lie that stirs up blood-hatred among the sons of men."

EDUCATION IN ACTION

15-year-old Freshmen At Syracuse University

Syracuse University has six fifteen-year-old students among its freshmen. An official report of registration points out that while eighteen appears to be the favorite age for entrance, there is one freshman who is fifty and another who is fifty-two. Fifty-nine students were admitted this year at the age of sixteen, 263 at seventeen, 449 at eighteen, 269 at nineteen and 139 at twenty. Thirty-five students are between twenty-seven and fifty-three years old, most of them school teachers.

Henry Ford Quits Education Board

Henry Ford submitted his resignation as a member of the Dearborn, Mich., board of education, after a resolution was introduced to declare his post vacant because he did not attend board meetings. Mr. Ford had been a member of the board for 18 years, but had not attended meetings for several years, sending an employe to represent him. The representative was not allowed to take an active part in the meetings. The written resignation was accepted with only one negative vote. Clarence Doyle, who voted against acceptance of the resignation, declared that Mr. Ford was an honorary member of the board, elected as such by the taxpayers, and that the board had no right to oust him. The Ford Motor company and Mr. Ford, whose estate is largely in the school district, pay the bulk of Dearborn's school taxes.

Radio Is Favored As Life Profession

Radio, as a life work, presents unusual opportunities to young men of the United States, the Vice-President, Charles Curtis, told a class of graduates of the National Radio Institute, Washington, D. C. Speaking extemporaneously, Vice-President Curtis congratulated the class of eighty students upon their "choice of radio as a profession." He said "there is no greater opportunity in America today than radio" for men and young men seeking a profession.

New School Trend Is Viewed in Survey

Refinement of instructional procedure and more effective utilization of improved material facilities suggest that higher education is about to enter a new phase of development, according to the annual report of the Federal Commissioner of Education. Visual instructions, through the medium of the motion picture, and such aids as graphs, stereographs and stereopticon slides, and instruction also by radio, is receiving more attention in schools of learning throughout the country, the commissioner said. Public interest in adult education increased during the past year, according to the commissioner, who said: "There has developed a district, county and state consciousness as to the importance of the education of adults." A survey of the negro colleges and universities throughout the United States showed great advancement and an extraordinary demand among the negro people of the country for college and university education.

Russia to Adopt Latin Alphabet

The Russian alphabet of 36 letters is to be Latinized and made to conform with the alphabets of European neighbors. In its present complicated form, the alphabet for centuries has been the terror of foreigners entering Russia for residence. Announcement is made that the Government had appointed several special commissions for reforming the present Russian orthography, their work to be completed by December 15. In all there will be 18 important changes which, it is expected, will make the present intricate Slav alphabet and orthography as simple as the international Latin alphabet and system of spelling. The question of changing the present Hebrew orthography and the conversion of the Buryat, Mongol, and Kalmik alphabets into Latin characters is also engaging the attention of the Government. Turkey, Jugoslavia and other countries recently have adopted the Latin alphabet.

College, High School Attendance Decreasing

The rapid increase in attendance at institutions of higher learning, which has characterized and featured educational progress in the United States since the World War, apparently has abated. Estimated increase for the past year amounted only to 2 per cent in institutions on the approved list of the association of American universities. This is the smallest increase since the end of the World War and is viewed by educators as signalizing the arrival of a period of stabilization for the colleges of the country. Accompanying the slowing down of college attendance was a slackening of enrollment in the high schools of the country, and a falling birth rate. These conditions, coupled with a continued increase in financial support for institutions of higher learning, are causing more stress to be laid on the quality of work being done by colleges and universities.

Parker Wealth To Make Diplomats

Most of the $2,000,000 estate of Judge Edwin B. Parker, formerly of Houston, Texas, is left to create a school of diplomacy. The purpose is described in the will as "to teach high-minded young men of proven character and ability subjects calculated to equip them to render practical service of a high order to the United States government in its foreign relations." An unnamed university in Washington is to be endowed for a graduate school. Judge Parker was a member of the mixed claims commission.

Cubans Eagerly Enroll In Free English Class

Cuba's desire to learn English was evidenced in a report by the Department of Public Instruction which said that 4,000 persons had enrolled in three days for the free courses in the language offered by the government. The report stated that the four night schools already established would be increased to six.

Non-Fraternity Men Excel at Dartmouth

Non-fraternity men at Dartmouth have proven themselves the better students, scholarship statistics issued by the college show. The records have been figured on the four-point basis, "A" counting four points, "B" three and "C" two. Non-fraternity men of the three upper classes averaged 2.486 for 1928-29, while fraternity men averaged 2.373. Freshmen averaged 2.033, and the entire college, 2.306.

Written Tests Given in Tennis

Williams freshmen forgot impending examinations in Latin, Greek and other standard subjects when, to their amazement, the department of physical education gave advance notice that "there will be a written examination in tennis." At first the students believed it to be a joke, but the test was given. The freshmen gazed at a paper containing questions from "What is the size and weight of a tennis ball" to the definition of technical tennis terms. This action of the college puts physical training on a par with the regular

courses. The two lower classes must be thoroughly acquainted with all branches of sport, both land and water, before Williams will present to them their coveted sheepskin.

Educators Frown On Old Fairy Tales

The three little pigs who went to market, Uncle Wiggly's talking rabbits and the three garrulous bears are being drastically revised to make them conform to modern theories of child psychology in a new program under way at Teachers College, Columbia University. Miss Alice Dalgliesh, one of the leaders in the movement, explained the reasons for bringing all the old fairy tales up-to-date. In place of the traditional bedtime stories in which birds, animals and flowers talk like humans, Miss Dalgliesh explained, child experts are preparing tales designed to give young children significant experiences which will last them through life. All the mawkish sentiment and frequently poor English of the old stories must also go, she said. Herodotus, Shakespeare, Edna St. Vincent Millay and Nathalia Crane figure prominently in the additional literature now being prescribed for children. The old alphabet books have also been revised to conform to the new standards. Instead of standing for "apple pie" or "acorn," "A" now stands for adding machine, axle and similar practical objects, which are carefully defined and their uses explained.

Raising of Standards Of Business Schools

Ohio is the first American state to attempt to elevate the standards of private business schools to a point where their degrees, or the equivalent thereof, will be on a parity with those of accredited colleges. A conference has been held on standards for accrediting private business schools in that state which was convened by the associate supervisor of teacher training, Ohio state department of education, and attended by representatives of the accredited schools. Earl W. Barnhart represented the Federal Board for Vocational Education as technical consultant. It has become evident to those interested in high standards in commercial schools in Ohio that the credits and degrees advertised by various private business schools should be graded upward to the level of the regular college. The conference considered a possible program of standardization. Private schools seek to confer the degree of bachelor of science in commerce, and the members of the conference are desirous of setting up a four-year course leading to a degree that will be in the same academic class with that offered by standard four-year American colleges. The conference reached no final determination upon what the standards and requirements of the junior college of business would be. The accredited colleges must meet the standards agreed upon by the state board of education.

Declares Harvard Is More Studious

The Rev. Frederick M. Eliot, Harvard '11, of St. Paul, who is preaching at Appleton Chapel in Cambridge, Mass., finds that Harvard students lack the ultra-collegiatism of undergraduates of Western universities and are much more studious. Harvard students seem to spend much more time in their studies and in their readings, but, on the whole, have not lost their eagerness for outside activities. They have a definite purpose to grasp what the college has to offer. Stating his opinions in an interview, the Rev. Mr. Eliot said that Harvard undergraduates had changed a great deal for the better since his own time. This he attributes to the tutorial system, which had much to do with breaking down the old attitude of enmity between pupil and instructor. It had enriched the contacts made and induced students to show more interest in their studies, especially in outside reading. At Harvard and at colleges where the tutorial system had been adopted, there were fewer students who had gone to college because it was the thing to do.

Alumni of Jail School Unite

"The Invisible Alumni." Who are they? That's a secret. Where do they meet? No telling that either. Where do they come from? Now that's the story. Five years ago Miss Florence E. Scully, a teacher of long experience in social work, organized classes for boys in the Cook County Jail in Illinois. The venture was an innovation of the Board of Education. She went at the work expecting the best of each boy and simply refusing to remember anything about his past. She taught the illiterates to read and write and helped those who had an education to develop artistic talents. Not a few of the lads, grateful to the person who insisted on seeing the good in them, have kept in touch with her since leaving the jail. It was this group that organized the "Invisible Alumni," a secret order open to those youths who keep their good resolutions after leaving the institution. "We couldn't very well have a pin," said Miss Scully. "It wouldn't do for these boys to remind people of their period in jail. So they carry their insignia, the letters I. A., on their pocket handkerchiefs."

College Owl Returns On Registration Day

The mystery of the owl at Tufts College, Medford, Mass., which caused excitement on the campus recently when it staged a winning battle against a horde of bluejays, has been solved. A diligent search disclosed that the owl's nest is in an old oak tree outside the Tufts College Press, on College avenue, Medford. Mrs. H. W. Whittemore, owner of the establishment, vouched for the regularity of the owl's habits. "He has been living here for the last ten years," she said, "and although he disappears during the summer months, registration day in the fall invariably finds him back again."

Five-Day Week Would Expand Education

The five-hour day and the five-day week, envisaged as an advent of the "very near future," will greatly in-

PUPIL GUIDANCE — *By Beatrice Hunter Cahill, M. A.*

For parents, teachers, and pupils based upon the author's survey with intelligence tests of pupils while in school, and upon follow-up studies of the students as independent workers in chosen vocations seven years later. This book presents suggestive criticisms of school and vocations by pupils themselves secured through questionnaires and personal interviews with the former students.

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crease educational adult standards and opportunities, according to Dr. William J. Cooper, United States Commissioner of Education, who spoke before the American Association of Junior Colleges at Atlantic City. Dr. Cooper was one of a group of nationally known educators who emphasized the importance of the junior college. Many of the speakers recommended increased attention to vocational education and curricula of a more practical nature. The shorter working week will have a direct effect on education, Dr. Cooper said, and will make it necessary for the schools to provide facilities for a new type of student. Men and women now engaged in business and industry, he declared, will seek educational improvements they did not obtain earlier in life and will turn to the junior colleges of the country for this training.

Yale Buys Land For Ape Farm

Details of the plan of Yale University to establish a laboratory station in Florida for the breeding and scientific study of anthropoid apes are being worked out. The station will occupy nearly 200 acres near Orange Park. Establishment and maintenance for ten years has been made possible by a gift of $500,000 from the Rockefeller Foundation. A special laboratory will be built for the study of one or more species of the anthropoids, including the chimpanzee, the gorilla, the orang-utan and the gibbon. Detailed observation will be made of the habits, social relations, life history and psycho-biological development of these animals in their relation to man.

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TREND OF THE TIMES

VAST PROJECT for the economic, agricultural and social development of France has been signed by President Doumergue, approved by the Council of Ministers and placed before the Chamber of Deputies. With the post-war problems of reconstruction of the devastated regions and financial rehabilitation satisfactorily accomplished the way is now clear for the rebuilding of France. The money is to be found mainly from German reparations. The scheme calls for the outlay of 5,000,000,000 francs, spread over the next five years.

"MACHINE ERA" stimulus has increased the business of the Patent Office to the extent that it is piling up in such volume that the outlook is that it will take five or six years to make the work current. At least 100 additional examiners are needed at once. Fees received in the Patent Office during the last fiscal year broke all previous records, receipts totaling $3,783,000, or $78,000 more than during the preceding year.

PROMISING to receive marked attention in 1930 is the part the cash customer will play in retail merchandising. While use of charge accounts has grown notably, indications are that the cash customer is likely to cut more of an important figure in the coming year, a development to be closely observed by retailers, with a view toward improved handling of trade of this type and also increasing efficiency and cutting costs.

AVERAGE COST of 43,320 one-family dwellings in eighty-five cities built in 1929 is estimated at $4,902, exclusive of the land, says the Department of Labor. Washington with an average cost of $7,489 for 863 homes showed a higher average expenditure than any other city. Apartment house costs per family are lowest in St. Louis and highest in the borough of Manhattan, New York.

FREEDOM OF THE SEAS is a formula that has lost its humane significance, declared Henry Fletcher, until recently American Ambassador to Italy. Despite all fine phrases in time of peace, he said, a nation engaged in war will adopt every means in its power to cripple, starve and defeat the enemy. Since the time when the freedom of the seas theory was evolved, Mr. Fletcher added, methods of communication and warfare itself have so completely changed as to make the doctrine obsolete.

ROAD BUILDING as a cure for "revolutionary fever" has been a success this year in Honduras. It has also answered a question as to what the government should do with its huge crop of generals. Honduras needs roads and the generals are good bosses. So the superfluous commanders were detailed to oversee road gangs. They did good work, too.

MOTORISTS of the United States may soon have an opportunity to power their automobiles with synthetic gasoline made from common coal. An American oil company last April acquired the United States rights to the process, known as hydrogenation, by which petroleum products are taken from coal, and a recent announcement revealed the agreement made with the German dye trust by which the products will be commercially exploited.

AGRICULTURE is becoming mechanized rapidly and the use of mechanical power on the farm marks distinctly the beginning of an engineering epoch, said Professor H. B. Walker, of Davis, Calif., addressing the first world's engineering congress in Tokio, Japan. "Engineering in agriculture relates to the engineering problems of an industry," said Professor Walker. "In this respect it is similar to mining engineering, but in practice it must differ, since the basic sciences in agriculture are largely biological."

IMPROVEMENT in business is regarded as a matter of months and not years, and the recent break in stock prices and the current ease in credit are not a climax, but rather intermediate steps in a broader development which may not culminate for five years more, according to "The Quarterly Review" of the J. Henry Schroder Banking Corporation of London.

MEXICAN MINISTRY of Public Education has established 2,444 athletic fields throughout the republic during the present year. The athletic fields are all in conjunction with schools. The Ministry of Education is engaged in distributing athletic equipment among the pupils. In December try-outs will be held for the Mexican Olympics, which will take place in Mexico City in January.

The BOOK TABLE

ADVANCED BIOLOGY. By Frank M. Wheat, New York University, and Elizabeth T. Fitzpatrick, George Washington High School, New York City. Cloth, 567 pages. Illustrated. New York, Cincinnati, Chicago, Boston, Atlanta: American Book Company.

We have never lost sleep because there are people who are conscientiously prejudiced against biology, for a book like "Advanced Biology" will take care of itself. Every horse was frightened at an automobile to a quarter of a century ago. No colt has any excitement when he sees and hears an automobile for the first time. New scenes and new noises have no terror for horses now.

It is perfectly natural and excusable for those who are unfamiliar with science to be scared, even terribly frightened by advanced biology. I respect their state of mind. I can recall distinctly my fear of geology because it seemed to me that the church and geology could never both live, and I have no more fear of biology's harming the church than I have that geology endangers religion.

No high school subject grips students as does advanced biology. Adolescent boys and girls are more interested in themselves than in mathematics or philosophy. They are more interested in making direct observations and reasoning from them than in abstract thinking, and "Advanced Biology" will stabilize youth because it respects their interest in human welfare and the practical problems of human welfare.

THE MONEY GAME. Explaining Fundamental Finance. A New Instrument of Economic Education. By Norman Angell. Cloth. With Box of Cards and Counters. New York: E. P. Dutton and Company, Inc.

While this is in conception a delightful and fascinating game the vital feature is the book of seventy thousand words of information and economic illustration. The "game" is merely a fascinating way of showing what money is, how it is used, and why it plays such an important part in the every-day life of every-day people.

Entirely aside from the game the information is presented in a way and by illustrations which are a guarantee that the whole economic situation will be clearly understood, will be an abiding possession and will be useful on all occasions for the use of money with a reasonable guarantee that it will check the misuse of money.

THE PSYCHOLOGY OF ADOLESCENCE. By Fowler D. Brooks, Johns Hopkins University. Cloth. 652 pages. Boston, New York, Chicago, Dallas, San Francisco: Houghton Mifflin Company.

This presentation of Adolescence has the advantage of the author's intimate and intelligent knowledge of what has been written on the subject, and he has taught the subject long enough and devotedly enough to bring together a wider range of scholastic and practical information than has been available in any one book, and the author is a master artist in the classification of information and in the interpretation of opinions and demonstrations without the limitations of propaganda.

The book meets the situation in which the junior high school teacher finds himself when he tries to satisfy intense professionalists and administrators who demand tangible results.

FRIENDS. A Primer. The Children's Own Readers Series. By Mary E. Pennell and Alice M. Cusack, both of Kansas City, Missouri. Illlustrated by Marguerite Davis. Cloth. Boston, New York, Chicago, London, Atlanta, Dallas, Columbus, San Francisco: Ginn and Company.

The Children's Own Readers are especially interesting to children because they have been made in a real way by children. Every time a new Primer comes to our desk we think there was never such a lovely Primer before. This one specializes on the child's friends. The type and length of lines and the length of sentences are the latest demonstration meeting the child's eye range and mental grasp.

We can think of nothing that could make this Primer better serve the child's interest or needs.

VALUES AND METHODS IN HEALTH EDUCATION. A Handbook for Teachers and a Textbook for Normal Schools. By Walter Frank Cobb, M. D., director of Hygiene and Physical Education, Baltimore Public Schools. Cloth. 380 pages. Evanston, Illinois: Row, Peterson and Company.

Baltimore schools are highly successful in unifying scholarship and achievement. In no other school system has there been quite as close a co-operation of scientific standards of professional education and the entire official leadership of the school system.

This unification of the College of Education of Johns Hopkins under the late Edward F. Buchner and Superintendent David E. Weglein, who is high man on the faculty of the College of Education.

"Values and Methods in Health Education" has all the virtues that such a relation of the science of education and the art of teaching would inevitably produce.

CREATIVE ACTIVITIES IN PHYSICAL EDUCATION. Correlated and Integrated Games and Dances from Many Countries. By Olive K. Horrigan, Springfield, Massachusetts. Drawings by Verne Cole. Cloth. New York: A. S. Barnes and Company.

We are confident that Olive K. Horrigan has brought together in one book more that is valuable, with nothing that is unimportant, in physical education in school than is in any single book that has been published.

Carl L. Schrader, Massachusetts State Director of Physical Education, says of the book: "Miss Horrigan has built up a very helpful guide for those teachers who are willing to think of all education as a correlated unit rather than as a composite of isolated units. Physical education lends itself for correlation in a singularly effective way, because its content is such as to arrest attention and invite voluntary interest. A classroom teacher possessed with a degree of imagination will find in the suggestions offered, a wealth of valuable and pliable material with which to motivate the various subjects that predominate in the elementary grades."

But Miss Horrigan states the situation more clearly. "Teaching is more interesting today than it has ever been. The classroom has become a workshop in which the children are guided and directed into participation in activities which are meaningful to them. Teachers are working to make the schoolroom a live place in which the entire child may grow, emotionally and physically as well as intellectually. The program of the modern school has been entirely rebuilt upon the basis of providing opportunity for all-round development."

Books Received

"The Alpha Individual Arithmetics." Book 3, Parts 1 and 2. By Supervisory Staff of Summit Experimental School.—"Our Story Reader." Third Book. By Kirk, Van Heyde and Orr. Boston, Mass.: Ginn and Company.

"Modern Algebra." By Wells and Hart. New York City: D. C. Heath & Co.

"Posture and Hygiene of the Feet." By Philip Lewin. New York City: Funk & Wagnalls Company.

"Drawing and Painting Self-Taught." By Anson K. Cross. Boothbay Harbor, Maine: A. K. Cross.

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Take Your Choice

He—"Woman, she's only a rag, a bone and a hank of hair."

She—"And man, he's only a jag, a drone and a tank of air."

Greek and Baseball

Teacher—"Who was Homer?"

Stude—"He was the fellow who made 'Babe' Ruth famous."

Simple Enough

Mr. Harrison was in a bad temper and when an acquaintance met him one morning with a question, "'Ow is your 'ealth today, Mr. 'Arrison," he waxed wrathful.

"My name is not 'Arrison," he snapped.

"Well," said the other, "if a haitch, a hay, two hars, a hi, a hes, a ho, an' a hen don't spell ''Arrison,' then what on hearth do they spell?"

A Step Forward

A young man just out of college sought the advice of a hard-headed and successful business man.

"Tell me, please, how I should go about getting a start in the great game of business."

"Sell your wrist watch and buy an alarm clock," was the laconic reply.

Dead Easy

"Hello, Jake," said the farm hand. "Why ain't you comin' to the weekly dances down at the grange hall?"

"Ho, ho, dances!" said Jake. "I could never learn to dance."

"You could, too. It's dead easy," replied the farm hand. "All you got to do is to keep turnin' around and wipin' yer feet."

This Parking Problem

"Why have you been sitting in your car all the afternoon?"

"I'm waiting for two gentlemen."

"Who are they?"

"The one who owns the car in front of me and the one who owns the car in back."

It Was a Puzzle to Grandma

Sweet Young Thing—"Next week I'm going to Paris for my clothes."

Grandma—"Ah, I wondered where you left them."

Take That!

One day a professor was accosted by a dirty little bootblack:—

"Shine your shoes, sir?"

The professor was impressed by the filthiness of the lad's face.

"I don't want a shine, my lad," he said, "but if you'll go and wash your face, I'll give you sixpence."

"Righto, guv-nor," replied the lad, as he made his way to a neighboring fountain.

Soon he returned, looking much cleaner.

"Well, my lad," said the professor, "you have earned your sixpence; here it is."

"I don't want your sixpence, guv'-nor," replied the lad with an aristocratic air, "you 'ang on to it and get your 'air cut."

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Oriental Pupils Rate High

Children attending schools in China and Japan are as intelligent as American boys and girls, according to Professor Earl L. Terman, a graduate student of the School of Education of New York University, who recently completed a comparative intelligence survey of school children in the three countries. More than 92,000 children in thirty Chinese cities were included in the survey. "Within recent years intelligence testing has spread around the world," Professor Terman pointed out. "There are but few countries in the world today where some such testing is not done. But nowhere so far has there been an attempt to test unselected children from different nations or races in large and comparative numbers with the same examinations. It was a little difficult to define and therefore find typical American children for comparison. It was finally decided to define an American child as one whose parents were born in the United States. The children were chosen from upper New York, Staten Island and from one school representing various communities from the eastern part of the city."

In Defence of Single Teachers

The belief that unmarried teachers should not teach school because they are living "half lives," and that only happily married persons should teach, recently expressed in Boston by Dr. Bernard Glueck of New York, has revived the old debate. Professor Robert E. Rogers of the Massachusetts Institute of Technology said that the question of whether or not a teacher is married is not particularly important. He didn't believe in making such sharp distinctions. Mrs. Emma Fall Schofield, only woman Assistant Attorney-General of Massachusetts, mother of two growing boys, who served for six years on the Malden School Board, said that "experience and training in any profession are the ultimate criteria and can hardly be affected by the married or unmarried status of the individual." Patrick T. Campbell, assistant superintendent of Boston public schools, characterized Dr. Glueck's assertion as "moonshine." The doctor's attack on the single teachers sounded to him like a lot of "nonsense," declared Mr. Campbell, who is known as one of the ablest educators in America. William B. Snow, assistant superintendent, observed that "home-making is a full-time job," and that "school teaching is a full-time job." Very few are able, he said, to manage efficiently two full-time jobs without neglecting one or the other. In the teaching profession, as any other, he believed that the matter of success depended on the individual and not on his or her status as to matrimony. Dr. Joseph V. Lyons, member of the Boston school committee, branded the statement as "absurd." Mrs. Jennie Loitman Barron, another member of the committee, declared that both married and unmarried teachers, provided they are trained, have demonstrated that they know how to teach. "We should remember," she said, "that the child is not influenced altogether by his teacher, but has his parents to assist him also. Both single and married women have proved themselves able and efficient teachers."

Character Education in Public Schools

By C. A. Roseby

The Board of Education has taken a constructive step in providing for a program of character education in place of withholding diplomas from students because of laxity in character development.

Everyone will agree that it is deplorable to see high school students completing their schooling without having acquired habits of honesty, morality, truthfulness and personal cleanliness. But how could the situation be improved by withholding diplomas from students of this class when they have completed their academic work? The board would have been put in the position of denying graduation for failure in a field where it offers no instruction, or at least inadequate instruction. Only when the schools have instituted complete training in character development would they be justified in withholding diplomas for these social failings, and then the wisdom of doing so might be questioned, because principals already have authority to suspend or dismiss pupils guilty of such conduct.

A committee of teachers and school officials will study ways and means of establishing a comprehensive program of character education. Many of the leading schools in the country provide for instruction along this line. The proposed amendment to the rules will have served its purpose if it results in character training for high schools of the District.

—Washington Post.

The Teakettle—A Social Climber

The latest American society notes report that the once lowly teakettle has joined its one-time kitchen companions, the toaster, waffle iron and egg cooker, at the dining-room table.

To be sure, this familiar part of the old-fashioned range has gone modern and become electrified. Yet it retains certain homely virtues, not the least of which is an ability to sing. Of course, that accomplishment gives it a great social advantage over the other nouveau riche of culinary origin. Pardonably it may elevate its saucy nose in assuming its place at the dining-room table, tea wagon or buffet, surrounded resplendently with shiny silver instead of steel cutlery, dainty damask instead of oilcloth, glistening crystal instead of crockery, and Oriental instead of rag rugs.

Unlike the ancestral black iron teakettle that looked and acted like a seagoing tug, this modern scion is more graceful and polished. No longer is it squat and rotund. Nor does it hiss, sizzle and boisterously rattle its iron cover to the crackle of a pungent wood blaze. Now it sings rhythmically to the steady heat of an electric coil thermostatically controlled, as is quite becoming. But the song of the teakettle is then just as cheery, just as cozy and just as "comfy" as ever.

While a social climber, the teakettle is not a social butterfly. Service is the mission of the teakettle whether it be in the lowly kitchen or modern dining room.—Exchange.

The Roughneck

By Edgar Guest

Several years ago Henry Ford and my boy, Buddy, and I were riding along near Mr. Ford's home at Dearborn, Michigan. It was in the course of a July Fourth celebration and the road was crowded with cars. The Ford ahead of us stopped without warning and Mr. Ford's car bumped into it, slightly bending a fender. In that car were a young fellow and his girl, and neither of them recognized Mr. Ford. The youth got out and in a loud voice began to demand an explanation.

"That's all right, son," said Mr. Ford, "I'll give you a new fender."

"You bet you will," the youth

shouted, "and you'll pay for it right now."

"Not now," said Mr. Ford. "You take the car over to the factory tomorrow and they'll put on a new fender for you. I didn't do much damage to the one you have, but I guess the car will stand a new one."

"Nothing doing," said the youth. "You'll give me the price of it right now."

By this time a crowd had gathered and somebody called Mr. Ford by name. The boy's eyes opened.

"Are you Henry Ford?" he gasped. "I'm sorry I spoke that way."

"Never mind the apologies," said Mr. Ford. "Take the car over to the factory in the morning and have it repaired."

"But, Mr. Ford, I didn't know it was you," stammered the boy.

"And I didn't know you before," said Henry Ford, "but I know you now. You've shown me just what kind of fellow you are. You'd have been very nice to Henry Ford, but a roughneck to anyone else you thought you could browbeat."

(Reprinted from the American Magazine.)

Meetings To Be Held

DECEMBER

18-20: Western Society for Directors of Physical Education for Women in Colleges and Universities; Ruth Atkinson, University of Southern California, Los Angeles, California; San Jose, Calif.

26-31: American Association of University Instructors in Accounting; Sec. Howard C. Greer, Ohio State University, Columbus, Ohio.

26-28: American Society for the Study of Disorders of Speech; Sec. Sarah M. Stinchfield, Mt. Holyoke College, South Hadley, Mass.; New York City.

26-28: College Art Association of America; Sec. James B. Munn, New York University, New York City; Boston, Mass.

26-28: Illinois State Teachers Association; Sec. R. C. Moore, Carlinville; Springfield.

26-29: Montana Education Association; Sec. R. J. Cunningham, Box 217, Helena, Montana; Bozeman, Great Falls, Miles City.

26-28: Music Teachers National Association; Sec. D. M. Swarthout, University of Kansas, Lawrence, Kansas; Cincinnati, Ohio.

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